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ABSTRACT

Designed to rejuvenate an intermediate level Canadian history course, the primary goal of this practicum was to provide students and teachers with resource materials that would be interesting, informative, and challenging. The second aim was to present teachers with the techniques of resource-based learning so that these resources could be a catalyst for attitude changes and increase academic performance in Canadian history students. New resource materials for the Canadian history course were introduced, pre- and post-questionnaires were administered to students and teachers, resource-based learning workshops were conducted, and changes in students' attitude and academic performances were monitored before and after the workshops on resource-based learning. Analysis revealed that attitudes toward Canadian history as a course had switched from negative to positive, student academic performance had improved, and teachers felt more positive about teaching the course. (Author/DB)

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Resource-Based Learning: A Strategy for Rejuvenating Canadian History at the Intermediate School Level

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Philip Cull

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A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfilment of the Requirements for the Degree of Doctor of Education

Nova University

1991

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Philip Cull under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Polly Peterson, Ph.D., Advisor

May 17, 1991
Date of Final Approval of Report

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ABSTRACT

Resource-Based Learning: A Strategy for Rejuvenating Canadian History at the Intermediate School Level. Cull, Philip, 1991: Practicum Report, Nova University, Ed.D. program in Early and Middle Childhood. Descriptors: Canadian history/history/Inservice Training/Inservice Teacher Education/Intermediate Grades/Resource-Based Teaching/Resource-Based Learning/Workshops/Student Attitudes/Academic Performance

This practicum was designed to rejuvenate an Intermediate level Canadian history course. The primary goal was to provide students and teachers with resource materials that would be interesting, informative, and challenging. A second aim was to provide teachers with the techniques of resource-based learning so that these resources could be a catalyst for attitude changes and increase academic performance in Canadian history students.

The writer introduced new resource materials for the Canadian history course, administered pre- and post- questionnaires to students and teachers, conducted resource-based learning workshops, and monitored changes in students' attitude and academic performances before and after the workshops on resource-based learning.

Analysis revealed that attitudes toward Canadian history as a course had switched from negative to positive, student academic performance had improved, and teachers felt more positive about teaching the course. As a result of this practicum, resource-based teaching has been promoted throughout many school districts.

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Chapter 1

INTRODUCTION

Description of Work Setting

The work area is a school district located in a rural Canadian setting encompasses an area of approximately 6000 square kilometres. The school district constitutes twenty-one schools, a resource centre, and a central office complex. Fifteen of these schools are located in small semi-isolated fishing villages. The remaining six schools, the central office complex, and the resource centre, are located in larger communities.

Central office personnel, who are charged with the responsibility for implementing provincial programs and policies, consist of twenty-four professional and support staff. There is one superintendent of education (who by Provincial law is the chief executive officer for the School Board and the school district), three assistant

superintendents (one responsible for curriculum and instruction, one for personnel, and the other for administration), nine curriculum specialists known as program co-ordinators, one educational psychologist, one business administrator and nine support staff.

The central office complex (the headquarters for the writer) is located in a town of approximately 5000. This community originated from the amalgamation of several small fishing, logging and sawmilling settlements which had been settled in the mid-1800s. Located at the head of a long picturesque fiord, it has evolved into the transportation and service centre for the region. Boatbuilding, asphalt/creosote manufacture, petroleum refining, fish processing, and tourism have all been significant aspects of the regional economy. The community is adjacent to a national park, golf course, ski resort, and an assortment of other cultural/recreational facilities.

The Writer's Role

The writer's responsibilities as a program co-ordinator require at least four-fifths of work time spent in schools and one-fifth at the central office. The duties performed as program co-ordinator include the following:

1. Visits classrooms and works with teachers on instructional and curricular matters peculiar to social studies;
2. Chairs district (sometimes provincial) curriculum committees;
3. Assists in evaluating the quality of teaching and learning;
4. Assists in the enrichment of social studies programs;
5. In-services teachers in new programs and teaching techniques;
6. Monitors the quality and quantity of student evaluation procedures;
7. Assists in diagnosing and developing programs to meet the needs of teachers;
8. Assists in developing a consistent philosophy of education;

9. Assists in the recruitment, selection, orientation and assignment of new teachers; and
10. Assists in the formative evaluation of teachers.

The district program co-ordinator is expected to answer a local subject-area need by providing expertise in curriculum and instruction. The role requires the co-ordinator to keep teachers updated on curriculum changes, new approaches to methodology and teaching strategies, new techniques for proper assessment and placement of teachers, and continued improvements in the ongoing evaluation of student progress.

Chapter II

STUDY OF THE PROBLEM

Problem Description

The Intermediate Canadian History course was very unpopular with students and teachers. Some students completing this mandatory course had developed a lasting negative attitude toward the study of history (Baksh and Martin, 1986). Generally, teachers were not willing to teach the course nor were students asking for these classes. If it was not for the provincial government decree that all students must enroll in this course, it is estimated that the course would not have existed (Baksh and Martin, 1986). Yet, knowledge of national history is crucial to an intelligent, informed public. In a democracy, in which the power of government derives from the people, "citizens ignorant of their heritage, legacies, and values will be unable to test the claims of intellectuals, the media, and government" (Sewall, 1988, p. 554). In addition, educators are charged with the responsibility for fulfilling in students the Aims of Public Education which state, in part, that "... those who have achieved their fullest and best

development as individuals are those who ... have a knowledge, understanding, and appreciation of their human heritage, in all its principal aspects, as well as a desire to make a positive contribution to it ..." (Department of Education, 1984, p. 4). It is principally through this history course, at the Intermediate level, that this aim is intended to be fulfilled.

In conclusion, the problem confronting Intermediate level educators and students was that the present history course was unacceptable to both groups. The attitudes about this course were negatively impacting on the study of history in general.

Problem Documentation

The concern about student attitudes towards the Intermediate Canadian history course first became an item for debate with the release of a civic education report (Hodgetts, 1968). The study found that 18% of students were "actively bored, using a variety of interesting techniques to relieve the monotony ..., 17% were passively bored and 41% were

'mechanical' (routinely went through)" the motions. (Hodgetts, 1968, p. 58) The concluding statistic was that these students had become "100% psychological dropouts right in school" (Hodgetts, 1968, p. 58).

From 1968 until 1978 the problem had endured. Finally, in September 1978, the provincial Department of Education established a Task Force on Education whose mandate was to "examine the quality of education in existing educational programs" (Task Force, 1979, p. 2).

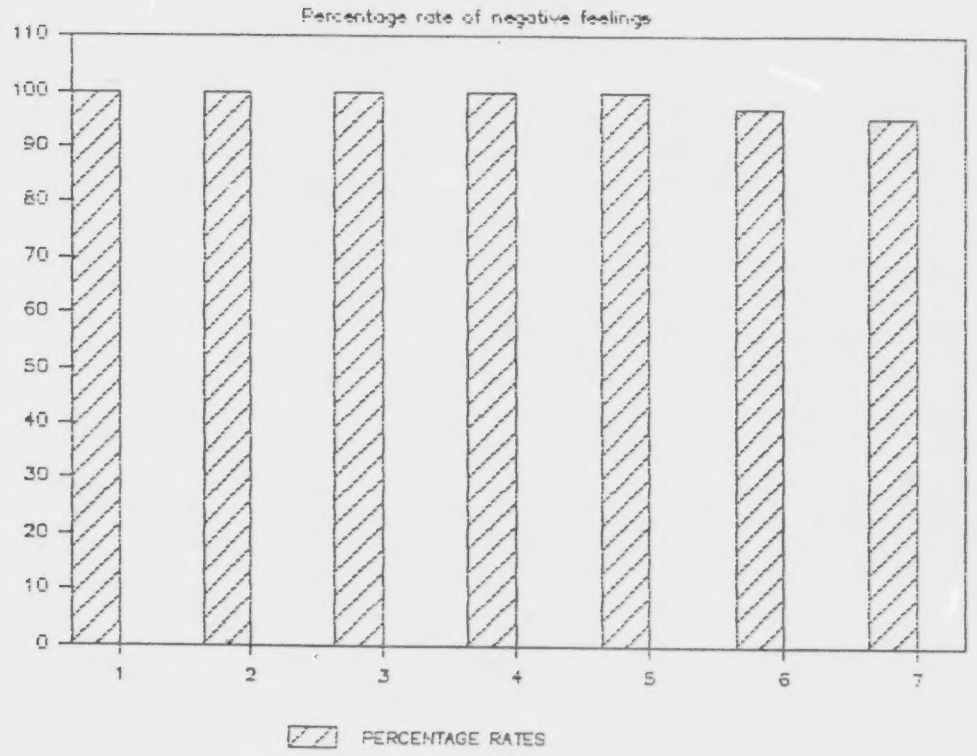
In a background report to the Task Force, Brown and Gillespie (1979, February) documented the concerns of both teachers and students involved with the Intermediate level Canadian history course. They report that, if given a choice, students would discontinue the study of Canadian history at the Intermediate level. This particular course, the only Intermediate level Canadian history course, had been revised in September, 1975. The revisions, which were largely add-on materials, were not considered by students and teachers to be appropriate since it had contributed significantly

to low achievement and frustration among students (Baksh and Martin, 1986). A major problem was that students were just given "more of the same" through the revision process. A survey questionnaire conducted within the writer's school district indicated that 100% of teachers felt that this course had "major difficulties" (Table 1), while 97% of students felt that the course contributed toward a negative attitude towards history in general (Table 1). A study conducted by Lorimer (1984) found that the course was "... dated, flawed and flagging" (p. 20). A similar study by Vanderhaeghe (1987) revealed that the course "... had difficulty in providing students with an appreciation of the reality of the past ... [and that] it appeared to be absurd and inexplicable" (p. 125).

During a January 10, 1990 workshop and a February 14, 1990 teleconference, teachers reported that the Intermediate level history course, specifically the prescribed textbook (Howard, Riddoch, and Watson, 1976) was considered by students to be "boring", "mediocre", and

TABLE I

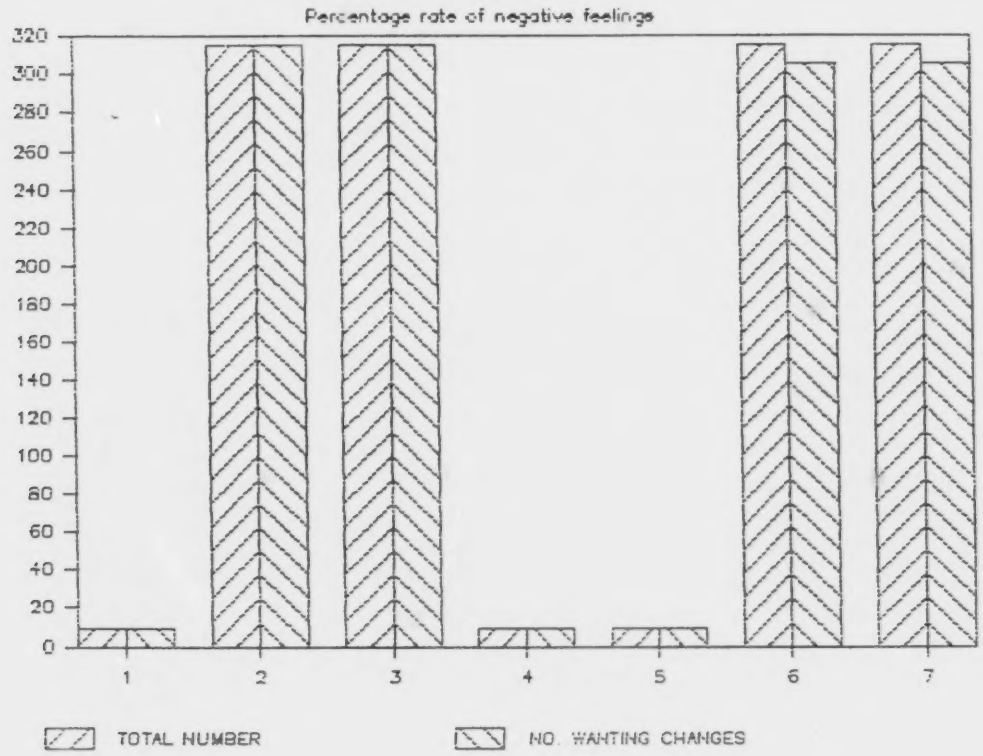
Percentage Rate of Negative
Feelings in Canadian History
(Intermediate Level)



		TOTAL NUMBER	NUMBER WANTING CHANGES	PERCENTAGE RATE
1	No. of Schools	9	9	100
2	No. of Students	315	315	100
3	No. of students want a change	315	315	100
4	No. of Teachers	9	9	100
5	No. of Teachers want a change	9	9	100
6	No. of Students with negative attitude	315	306	97
7	No. who would drop history if permitted	315	305	95

TABLE 2

Percentage Rate of Negative Feelings in Canadian History (Intermediate Level) Reflecting Demand for Change



		TOTAL NUMBER	NUMBER WANTING CHANGES
1	No. of Schools	9	9
2	No. of Students	315	315
3	No. of students want a change	315	315
4	No. of Teachers	9	9
5	No. of Teachers want a change	9	9
6	No. of Students with negative attitude	315	306
7	No. who would drop history if permitted	315	305

"meretricious". During these teacher sessions a consensus emerged that the only factor accounting for the continued existence of this course is that it is protected by a mandatory decree of the provincial Department of Education: "All public schools shall use as a basic program the courses of study authorized by the Minister of Education and the textbooks authorized by the Minister ..." (Schools Act, 1970, Section 59-1). Although in 1980, the Department made provision for "alternative textbooks" providing that these books are approved by the district Superintendent of Education on a yearly basis (Department of Education, 1980, p. 65), this has not taken place.

Causative Analysis

In the Intermediate level Canadian history course, the textbook is the pervasive feature of each classroom. The textbook defines the scope and sequence of instruction, and the accompanying teacher's guide provides a blueprint from which few teachers deviate. In this specific textbook there exists a compendium of topics of which none are

treated with much depth. The text in question is fourteen years old (even older when the research and writing time is factored in) and as such does not reflect new knowledge or the previous two decades. With so much material omitted, students gain little sense of the development of democracy in their country and the principles on which it is based. Because the textbook is geared for the greatest number of average students, it cannot meet the individual needs and interests of every student. To compound this problem, the textbook is written for a national audience, so it does not include local issues or community problems.

Another major deficiency in the course is the almost total absence of any conflicting or controversial material. Here, a fundamental principle arising from the very nature of history is being neglected. Since dissent is an essential element in any free society (the past as well as the present) its absence from the textbook allows history to be presented as a bland consensus story, told without the controversy that is an inherent part of history. Thus, Canadian history becomes a

too-nice, straightforward, linear, dry-as-dust account of uninterrupted political and economic progress.

Hodgetts (1968) found that 50% of Canadian history classrooms were "... completely barren; they were cold, cell-like, utterly drab, hostile and forbidding. The remainder were plain, general-purpose classrooms, possibly decorated with travel posters, art work or pictures from magazines, but containing no evidence whatsoever that history of any kind was being taught in them" (p. 41). In the 1989-1990 school year, this was found to be true for 100% of the schools within the writer's school district.

The provincial Department of Education and the district's School Board are committed to the proposition that no one method of teaching Canadian history is better than any other. In theory, therefore, the range of methods is wide enough to cater to the individual needs of schools, communities, and students and should be found as such in the classrooms of the district. According to the observations of the writer, such is not the

case. In each of the classrooms observed, only two methods were observed by the writer -- the "lecture technique" and the "assignment method".

Only in a general sense can the technique observed by the writer be classified as being a 'lecture'. These classrooms were filled with 'bench-bound listeners', lined up in rows, passively sitting while a 'talking-textbook' rhymed off material that students are capable of reading and digesting for themselves. Whereas these teachers may be competent in the delivery of a good lecture, if the appropriate need should arise in daily practice, they seldom take their students beyond the content of the textbook.

The "assignment method" is the plan of assigning a few pages of the textbook to study at home and then spending the class time in questioning students to find out what they remember. As with the lecture technique, the weaknesses of the assignment method are due to its abuse rather than to any inherent defects. However, when this method deteriorates into the pattern of being the dull, mechanical artificiality of the straight, factual

question-answer routine, it may be regarded as one of the worst.

Relationship of the Problem to the Literature

The use of textbooks structure from 75% to 90% of classroom instruction (Applebee, Langer, and Mullis, 1987) even though textbooks are often identified as "a major contributor to the general fund of ignorance" in history (Tyson and Woodward, 1989, p. 14). Ornstein (1989) lamented that the textbook, in some cases, is "the only instruction tool used by teachers" (p. 105), even though Canadian history textbooks, with their "... strong narrative style, hard content, chronological organization and thickness is enough to anaesthetize, if not traumatize, today's students" (Bennett, 1988, p. 185). In study after study (Beck and McKeown, 1988), Davis et al. (1986), Gagnon (1987), Larkins et al. (1987), Sewall (1987), and Vitz (1986), reviewers have found textbooks for the intermediate school wanting. They have deplored their "... sameness and mediocrity and their violations of basic features of organization and

writing that cognitive psychologists demonstrate are essential for learning" (Crabtree, 1989, p. 27).

The problem with textbooks is not confined to the study of history. Tyson and Woodward (1989) found that "... only a small percentage of highly motivated students would be able to learn independently from available [science] books" (p. 15). Rothman (1988) cites Hard (1981) in a review of biology textbooks: "the most beautifully illustrated dictionaries we have" (p. 19). In a study of science textbooks for grades six through to nine, Hard, et al. (1981) found that they contained as many as "... 2500 new and unfamiliar words -- double what could be expected in a foreign language text for the same grades" (cited by Tyson and Woodward, 1989, p. 15). However, the criticism of history texts has been especially severe because textbooks have failed to interest students in a subject that many critics see as inherently interesting, even exciting. Larkins et al. (1987) simply found students using current history textbooks to be "bored". As Gagnon's (1987) analysis of history textbooks illustrates, the

emphasis on coverage means "... that almost every major topic receives short shrift. With so much material omitted, students gain little sense of the development of historical events" (p. 210). A failure to understand the topics, events, and thus the purpose of the study often leads to frustration and a lack of interest in continuing historical studies.

Ornstein (1989) found that "the dependence on the textbook is linked to the time when most teachers were poorly prepared in subject matter or taught out of license and read the text one or two days in advance of students. Many of today's teachers, while better educated than their predecessors, often lack training in curriculum development and/or preparation of instructional materials, and thus continue to rely on the textbook" (p. 105). Baksh and Martin (1986, pp. 103 - 105) presented the following consequences of teacher dependence on textbooks: (1) boredom among students; (2) students' needs are ignored; (3) student opportunity to develop intellectual creativity is reduced; and (4) it results in the

acquisition of outdated knowledge. In a later, but more comprehensive, study by Kalksounis (1987, pp. 129 - 130) the use of the textbook, as often practised, was found to be inadequate for many reasons:

1. In dealing with contemporary human relationships, one must deal with conflicts. Whether intentional or not, a textbook author tends to bias students thinking. Moreover, textbook publishers are often forced to accede to local or sectional conditions and pressures to be less than objective or to skimp on certain topics.
2. The reliance on one textbook neglects students of diverse abilities. It is not right ... to force every child in the grade to follow one textbook written for the average child in that grade. To do so loses the youngsters with below-average ability and bores those of above-average ability.

3. Sectional and environmental differences also make the use of one textbook inadequate: children living in the city need more emphasis on the farm in their studies than do children living on farms, and vice versa.
4. Textbooks rapidly become outdated - sometimes as soon as they are published. Given economic and technological constraints on publishers, it is impossible for them to keep their texts abreast of rapid, often significant, changes in today's world.
5. Learning from one textbook bores students and stifle their natural curiosity and creativity. Children consider this kind of learning a chore, and quite often it is unrelated to their needs and interests.
6. Teaching from a single textbook is easy for the teacher, but the teacher is no longer in control of the teaching situation. By selecting a textbook that is to be followed page by page, the

> teacher ceases to be a professional and becomes a technician or caretaker (Kalksounis, 1987, pp. 129-130).

In the Baksh and Martin (1986) study, which was conducted within the writer's school district, many students seemed convinced that "a fair number of teachers are dull and that they make little or no provision for an active student role in the instructional process. They imply -- and often openly suggest --that only through drastic change can many classrooms be transformed into suitable educational environments" (p. 117).

The research literature has shown that students are interested in diverse aspects of instructional interaction in the classroom. Monotony arises when teachers engage in the same classroom strategies and repeat too often the same subject-matter. Among the possible consequences of over-reliance on the textbook are student dislike of the teacher and the school, frustration, boredom, damaged student interest and reduced success in learning.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Goal statements serve as overall guides to planning, development and evaluation. According to Fraenkel (1980), "a goal is broader and more long-range than an objective. It is something to strive for, to move toward, or to become. It is an aim or purpose so stated that it excites the imagination and gives people something they want for ... something they can be proud of when they achieve it" (p. 8). It is with this in mind that the following goals were presented:

1. To provide students with high quality Canadian history textbooks at the Intermediate school level.
2. To improve the teaching of Canadian history at the Intermediate school level.
3. To increase student appreciation of Canadian history at the Intermediate school level.

Objectives

Objectives are defined as statements of specific change (Pratt, 1980). Thus, the objectives that were to be used in the design, implementation, and evaluation in this curriculum/program and teacher effectiveness project were as follows:

1. To replace the current Canadian history textbook for the Intermediate school level students with one or more resource books that will contribute to enhancing student appreciation of history as measured by a teacher-student questionnaire.

   A textbook/resource selection committee, chaired by the writer, selected three resource books for use at the classroom level. Each teacher was asked to evaluate the resource/textbook by using an evaluation questionnaire (see Appendix C and D). Unless 95% of Canadian history teachers recommended a specific resource book/textbook it was discontinued.

2. To provide Canadian history teachers at the Intermediate school level with inservice training in alternate teaching strategies (resource based learning). The effectiveness of the inservice

training was be determined through a teacher observation checklist and teacher self-evaluations of workshops (see Appendix E).

It is a normal function of the program co-ordinator (writer) to observe teachers in 'the art of teaching'. The program co-ordinator has been monitoring the teaching of Canadian history at the Intermediate level since 1980. Thus, any change in teaching effectiveness would be readily noticeable.

3. To determine if alternate teaching strategies (resource-based learning) resulted in a change in student attitude and learning. The effects on student learning was determined through the monitoring of test and assignment results. Attitude change was determined through a student questionnaire.

The student questionnaire (Appendix F) was administered prior to, midway, and at the end of, the practicum process. The results were analyzed and are presented in table format (see Table 3).

Measurement of Objectives

This practicum process is not amendable to most forms of statistical tests. Professional judgements concerning acceptable levels of performance were determined through observational instruments and satisfaction rating scales. In the component dealing with the textbook selection process, a rating scale was completed by each teacher and the results were compiled and presented for comparison in the form of a vertical bar graph. The three resource books/textbooks with the highest rating was selected for use in schools.

The program co-ordinator's observational assessments were shared with each teacher and they, in turn, assessed their own performances. Through the mutual sharing of information, growth in teacher effectiveness was monitored.

The writer also utilized the interview process as a monitoring tool. This method involved the collection of data through direct verbal interaction. The interviewer, through careful motivation of the subject and maintenance of rapport, was able to obtain information that

probably would not be revealed under other circumstances.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

"It would be difficult to think of any widely felt problem for which no one has come up with a recipe for a solution. The problem of how to make history more relevant is no exception." (Lowell, 1977, p. 11)

After years of neglect, many major reform proposals have focused on history as a field of study. Crabtree (1989) has highlighted California's dramatic new curriculum (1988) that returns history to the early years of schooling (K - 3) and emphasizes history in seven of the remaining nine years of education (grades four to twelve).

The Bradley Commission (1988) has released guidelines for teaching history that identify essential topics and themes for the history curriculum.

In 1988, the National Endowment for the Humanities, announced the establishment of a National Centre for History in the Schools to assist

in the teaching of history at all levels of pre-university/college education (Crabtree, 1989).

In 1983, the Ontario Provincial Ministry of Education launched "a kind of mission of salvation" for history (Bennett, 1990, p. 90). Seven years after "the Great Reformation in Ontario history curricula has ... sparked an outpouring of glossy new textbooks and spirits seem to be higher than before. With the support of spanking new skills-oriented textbooks, the teaching of history in Ontario schools is certainly improving ..." (Bennett, 1990, p. 91).

A pilot project in the Peel School District (province of Ontario) attempted to rejuvenate intermediate level history by "moving history beyond the classroom" (Behensae and Evans, 1990, p. 71). The project was an interactive communication simulation with eleven schools from Egypt, Israel (including the West Bank and Gaza), Jordan, Lebanon, Saudi Arabia, Syria, U.S.A., U.S.S.R., and the Palestine Liberation Organization. The simulation immersed the students in the "complex dynamics of a highly salient, dramatic and multi-faceted

international reality. This experience was intended to help students become more sophisticated citizens with an appreciation of the complexity of domestic [Canadian] and international political realities" (Bebansee and Evans, 1990, p. 70). The pilot project is still ongoing but so far educators are "impressed" with students "appreciation" of the historical events that have shaped the development of the countries involved in the project (Bebansee and Evans, 1990, p. 72).

Lowell (1977) addressed the question of making history relevant. It was his belief that subject matter and teaching methods in history are desirable only

> ... if they aim towards progress in one of three areas: (1) teaching facts and historical movements from the past if these have cultural significance to students of today; (2) teaching the story and progress of historical events that have some bearing on problems and issues still in existence today; or (3) teaching about incidents in a manner that will develop inquiring minds in

> our students to aid them in approaching citizenship problems of today and in the future (Lowell, 1977, p. 13).

Lowell's approach to making history "more relevant to students" ignores a fundamental purpose of history that cannot, in the writer's opinion, be ignored.

> History is the memory of human group experience. It is the events recorded in history that have generated all the emotions, the values, the ideals that make life meaningful, that have given [humankind] something to live for, struggle over, die for. Historical events have created all the basic human groupings - countries, religions, classes - and all the loyalties that attach to these ... History deserves to be studied out of curiosity if nothing else. The record of our past offers a challenge for inquiry and understanding no less stimulating than the mysteries of outer space and subatomic matter that absorb the attention of pure scientists ... It is a field of intellectual exploration

> and adventure, and these are fundamental human yearnings. (Daniels, 1966, pp. 3 - 4)

It was from Daniel's (1966) perspective that Egan (1986) developed his "alternative approach to teaching and curriculum" (p. 1). His alternative was to develop "a model for planning teaching that encourages the use of lessons or units as good stories to be told rather than sets of objectives to be attained. [It is] a model primarily concerned with providing students with access to aid engagement with rich meaning. It is about how to use the power of the story form in order to teach content more engagingly and meaningfully" (Egan, 1988, p. 2).

Egan's teaching as storytelling is similar to Smith's (1981) method of using the novel as an aid to teaching Canadian history. This method provided opportunity for the student to get "turned-on to the topic through the novel" and storytelling before progressing to the traditional history materials. The technique has been found to work effectively with students who enjoy novels and has had limited success with others (Smith, 1981). Nevertheless,

Vanderhaeghe (1987) still argues for the inclusion of the method:

> The success of literature simply lies in this: fiction and poetry often do well those things that historians frequently neglect to do, or do badly. Literature, in an immediate and sensual way, provides some notion of the texture of life in the past. A novel can convey graphically to a student how men and women of a previous time worshipped, fought, dined, traded, married, died. This makes literature a marvellous supplement to the typical textbook. It puts flesh on the historical skeleton, supplies missing pieces to the bewildering historical puzzle (p. 125).

Storytelling, or "oral history", (Allen and Meyer, 1980, p. 101) is slowly finding its way into the nation's classrooms. The works of Anderson (1977), Broadfoot (1973, 1976, 1977), Butter (1978), Kostach (1977), McNeil (1978) and Terkel (1968, 1970, 1972), established that students are interested in "people's history" and found it

meaningful as well as entertaining. Allen and Meyer (1980) found that history and social science teachers, wrestling with ways to make their courses more interesting, found oral history techniques advantageous in at least four ways: (pp. 101-102)

1. Historical knowledge is immediate and tangible. One has the sense of "doing" history and providing motivation for inquiry and research skills;
2. Oral history offers direct linkage to "new" historical interests which students tend to take seriously, e.g. ethnic traditions, family histories, and women's history;
3. Students improve skills in planning and organization, oral interviewing or questioning, interpersonal communications, and listening with empathy; and
4. School studies are linked to the experiences of the community, and tend to produce outcomes which are valued in the adult world; the students get to interact with diverse groups of people, thus breaking down social isolation in the school curriculum; projects foster

useful interactions with parents, relatives, and neighbours.

Osborne (1987, pp. 128 - 131) provided eight reasons to use another form of literature, poetry, in the history classrooms:

1. It alleviates the boredom of the textbook and adds to teaching some needed colour and variety. For example, Scott's (1967) bitter satire on Mackenzie King [Canada's tenth Prime Minister] provides a marvellous vehicle for students to discuss the nature and impact of King's policies and to assess the accuracy of Scott's verdict.
2. Poetry helps to widen students' horizons by introducing them to things which otherwise they might never encounter and which some of them might come to enjoy.
3. Poetry illuminates Canadian history. It exemplifies the creative movements of history in its social environment and expresses it with wit and irony in order to raise provocative questions about Canada's past and present.

4. Poetry sheds a new or different light upon a theme or topic in history, for the poet's vision is not necessarily the historians, and certainly not the textbook writers'. A poem can help students to think in a new way, by going beyond the predictable outline of the textbook. Benton and Fox (1985) cite D. H. Lawrence's dictum that "the essential quality of poetry is that it makes a new effort of attention and discovers a new world within the known world" (p. 6).
5. Poetry can illuminate the central elements of human or social experience in ways that written history cannot. Poetry can be more powerful, because it is more compressed, than either the novel or memoir.
6. To include poetry in the teaching of history widens and enriches students' awareness of what history is. It shows them that history is more than drums and trumpets, elections and acts of Parliament.
7. Poetry provides for students the opportunity to respond personally to what they are

studying. It is obviously important to choose poems that make it possible and that are not so inaccessible as to be beyond students, but, once this is done, it becomes possible for students to respond to the subject matter and meaning of a poem and to the way it is expressed.

8. Using poetry can help history teachers in the task they share with colleagues in other subjects, the alerting of students to the importance of using language thoughtfully and vividly (Allen and Meyer, 1980, pp. 101-102).

Unfortunately, Osborne (1987) does not deal with the fact that some students dislike poetry as much as they dislike history.

Research on the pedagogical concerns of intermediate school history and with the potential role of computerized database management systems in history curriculum has been conducted by the Department of Measurement, Evaluation, and Computer Applications at the Ontario Institute for Studies in Education, Toronto (Johnson, 1987). The research was prompted by the fact that very little was known

about the needs of history teachers and students, and even less about the software limitations, or appropriate mixes of historical content and computerized activities. The research findings were as follows (Johnson, 1987, p. 149):

1. The computer is an effective motivating tool for students;
2. the computer can provide an effective medium for presenting and exercising subject-matter content; and
3. learning about computers is becoming essential to further education and work.

The advent of microcomputers and the development of software have made possible electronic instruction that ranges from practice on skills and tutorials on concepts, skills, graphics, and programming to educational games, simulations, and creative expression. The combining of the microcomputer and video technology makes possible interactive video systems with visual capabilities that enrich computer instruction and shift video from passive to interactive learning (Michaelis, 1985, p. 67).

Description of Selected Solution

At some point a teacher must decide which method will be used in a given situation. In order to decide which method is appropriate, the teacher needs criteria. By referring to established criteria the teacher, in effect, considers the students, the situation, and himself/herself, while drawing on his or her understandings of the various methods. The decision is a judgement arrived at by weighing various factors involved.

The following set of criteria for selection of method was first presented by Hyman (1970, pp. 35-36) as "a guide ... to the teacher".

The teaching method should:

1. Suit the teacher's abilities, knowledge of subject matter, and interests. That is, the teacher should draw on his strengths; he should be comfortable in what he does. This does not mean that he should not try new methods. It does mean that he should continually develop these methods which he finds compatible with his abilities and inclinations. "Methods, like the clothes we

wear, must fit the people we are" (Buchler, 1961, p. 372, as cited by Hyman (1970), p. 35).

2. Suit the students abilities - verbal and psychomotor. That is, if the students are unable to deliver long prepared statements on their viewpoints, it would be unwise to choose a method that requires them to do so.
3. Suit the type of teaching aimed at: teaching how to ... (skill-oriented), teaching that ... (knowledge-oriented), or teaching to be ... (value-oriented). If the teacher wants to teach the student to be honest, then the method should involve opportunities for the student to exhibit honesty.
4. Suit the subject matter at hand.
5. Suit the number of students being taught. For example, it hardly seems appropriate to employ a discussion method in a session where one hundred and fifteen students are present..
6. Suit the interests and experience of the students. For example, if most of the

previous lessons have been conducted according to the discussion method, it might prove worthwhile to employ the lecture method. Variety in methods is advantageous.

7. Suit the students relationship with the subject matter. For example, for an introductory class in biology, the teacher would do well to choose a method that will familiarize the students with fundamental terms and skills.
8. Suit the teacher's relationship with the students. For example, if the teacher has not yet established mutual trust, the method selected should lead to trust.

The teacher must also consider, in reference to the chosen method, "the time requirement of the method; the demands the method will make on the teacher and the students; the materials required in using the method; the results that the method brings" (Hyman, 1970, p. 36).

The philosophy of education which places the student at the centre, actively involving him\her in the learning process, incorporates a wide variety of

methodologies, and focuses on individual needs and learning styles is referred to as resource-based learning.

Resource-based learning is founded on "the following key principles which are related to effective teaching and learning" (Department of Education, 1990, pp. 1-2).

1. The student's role is one of active participation.
2. Emphasis is on the process of learning.
3. Experiences and activities are carefully planned around instructional objectives.
4. A wide range of abilities, needs, interests and learning styles is accommodated.
5. The instructional program is flexible enough to allow learning strategies and skills to be taught functionally within the context of purposeful,relevant, and meaningful activities, themes, and/or units of study.
6. Learning occurs in many locations - e.g., in the classroom, in the learning resource centre, in other parts of the school as well

as in locations external to the school such as in the home and in the community.

7. A wide variety of resources are required, e.g., print, non-print, and human resources.
8. An atmosphere of collegiality and cooperation exists among all educators.
9. Students interact with the learning environment at their own level, individually and in small groups.
10. Many different instructional techniques, approaches and strategies which actively involve students are used.
11. A well developed collection of resources is essential.
12. The active involvement of the teacher as a facilitator of learning is crucial.
13. The responsibility for ensuring that learning takes place rests with the teacher who continually engages in evaluation of students while interacting with them (Department of Education, 1990, pp. 1-2).

Resource-based learning has many advantages:

1. Students acquire the skills and attitudes necessary for independent, lifelong learning. They learn how to learn, one of the fundamental aims of education. For example, they are introduced to the skills of finding, processing, evaluating, and using information.
2. Students explore different sources of information.
3. Students interact in many small group discussions and gain the satisfaction from sharing and participating with others in a variety of ways.
4. Students are encouraged to think critically and creatively, to experiment and take risks in order to become independent problem-solvers and decision-makers.
5. Students are encouraged to make choices and accept some degree of responsibility for their choices as they go about their daily work. When students make choices, learning

becomes relevant to them (Department of Education, 1990, p. 4).

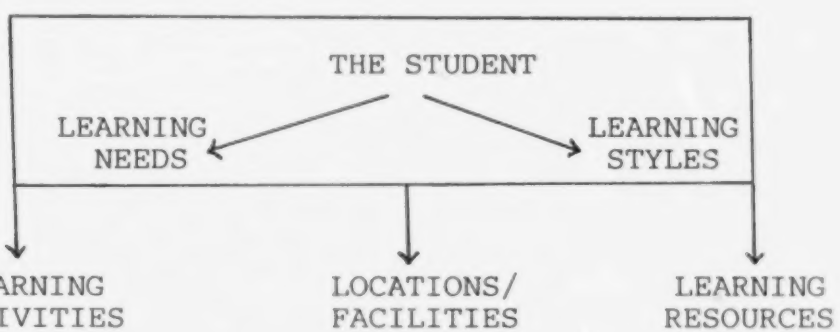
An Ontario Ministry of Education document offers the following "rationale for resource-based learning": (1982, p. 6)

1. Recognizing the diversity of individual abilities and interests [it] views the learner as an active participant in education who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments.
2. Teaching and learning are based on a process of continual interaction in which teacher and student are partners ... The teacher must take responsibility for the general purpose and direction of learning by building variety and choice into the learning sequence and

materials (Ontario Ministry of Education, 1982, p. 6).

The document further explains that resource-based learning is "... a concept that provides the teacher with a holistic approach for designing curriculum. Teachers may select from a wide range of learning activities, locations or facilities, and resources to create curriculum plans that actively involve the participants" (Ministry of Education [Ontario], 1982, p. 6).

Choices from these three components are made by the teacher in response to the learning needs and styles of individual students. This may be illustrated as follows:



Source: Adapted from Brown, Lewis and Harcleroad, 1969, pp. 31-33

The strategy being advanced by the writer, resource-based learning, forms a composite of other cited methodologies and techniques. Within the philosophical framework of resource-based learning it is necessary to diversify teaching methodologies to accommodate a wide range of learning styles. The method's relationship to a prescribed textbook is explained by the Department of Education for the province of Newfoundland and Labrador in the following manner: "While a course textbook is the principle resource in the educational process, there is a need for educational resources: to enrich learning experiences, to accommodate various learning styles, and to encourage a variety of instructional approaches" (Program of Studies, 1989-90, p. vi). Thus, the future implementation of new textbooks (resource books) would be seen as a necessary first step in the introduction of resource-based learning to a school district.

In a review of ten years of monitoring resource-based learning in the province of Ontario, a Ministry of Education document indicated that: "resource-based learning is an ideal means of

fulfilling the goals of education" (1982, p. 6). In the Spring of 1989, the Department of Education for the province of Newfoundland and Labrador released the following policy statement: "The philosophy of resource-based learning shall guide the development and implementation of curriculum in the province" (p. 3).

Report of Action Taken

Since the release of the Department's policy statement, staff, general resource collections, and facilities have been prepared for resource-based learning implementation. What remained was content and grade level resource book selections and content specific inservice in the techniques of resource-based learning. Thus, the writer introduced new textbooks/resource materials to the intermediate level Canadian history course, inserviced the teachers in (a) the new textbook/resource materials, and (b) the techniques of using resource-based learning.

The textbooks/resource materials that were finally chosen reflected a consensus derived at

through a textbook evaluation procedure (see Appendix B) and a piloting process and subsequent evaluation (see Appendices C and D).

A textbook selection committee, over a period of four months, culled from eighteen recent publications, four resource books to be used as the "principle resources" for the course in Canadian history. Using the Zenger and Zenger (1976) process for evaluating and selecting textbooks (see Appendix B) the list was reduced to three. Factors that weighed heavily in favour of the three books selected included the writing style which appealed to students, and the effective use of anecdotal materials. For the area of writing style, keen attention was given to the criticisms of the textbook that was 'targeted for replacement'. It, however, became the symbol for what can go wrong in textbook selection and every effort was made not to duplicate it in any form.

After 95% of the Canadian history teachers [a total of 15] had recommended the three selections (Kirbyson, et al. 1991; Cruxton and Wilson, 1988;

Regehr, Sheffe, and Thompson, 1987) phase two of the project began.

The second phase (or objective #3) was the provision of inservice training in resource based learning.

Students were videotaped explaining to teachers the best ways to approach a Canadian history course so as to enhance their learning of the subject. All teachers and administrators involved gave their support to this project. Through this process, teachers were given additional motivation to use resource-based learning and to modify their teaching strategies for the sake of the learner.

In-service sessions often carry a connotation of being an event taking place within specific time limits. Instead the term inservice experience was used, realizing that the totality of the experience was designed to be completed over a period of time, utilizing a variety of "sessions" of the time-constrained variety.

The components of the inservice sessions were: **THEORY**. The theory component of the inservice included the rationale, the theoretical base, and

model presentation (videotape). The presentation of the theory underlying resource-based learning was intended to raise awareness and increase conceptual control.

MODELLING. This component of the inservice involved modelling the teaching strategies involving resource-based teaching. This was accomplished through model demonstrations through the use of live and videotaped performances of master teachers.

Some teachers requested several repetitions of the modelling in order to develop the confidence that was needed to make the break from a traditional mode to trying a 'new' technique. Modelling appeared to have a significant effect on both teacher awareness of the resource-based theory and techniques.

PRACTICE. This stage involved trying out the new skill under classroom conditions by the teacher. Practice is a very efficient way of acquiring skills and strategies after the teacher has achieved awareness and knowledge. These sessions, combined with appropriate feedback, helped teachers to anticipate problems that might be encountered when

they attempted to implement the new teaching strategies into their teaching repertoire.

FEEDBACK. Structured feedback involved using a procedure for observing teachers in a classroom setting. Each teacher was observed by the program coordinator (the writer) and at least one other teacher.

COACHING FOR APPLICATION. The coaching for application component included providing assistance to teachers in their attempts to analyze both the content to be taught and their use of resource-based strategies.

To ascertain the impact of a resource-based approach on student attitudes, a questionnaire was administered to students prior to, mid-way and at the end of the practicum process. In addition, tests and assignment results were compared with those results accumulated prior to the start of the resource-based learning project. In this manner, both students and teachers could monitor their progress through the process and, if necessary, make periodic adjustments to teaching and learning strategies.

Chapter V

Results, Conclusions, and Recommendations

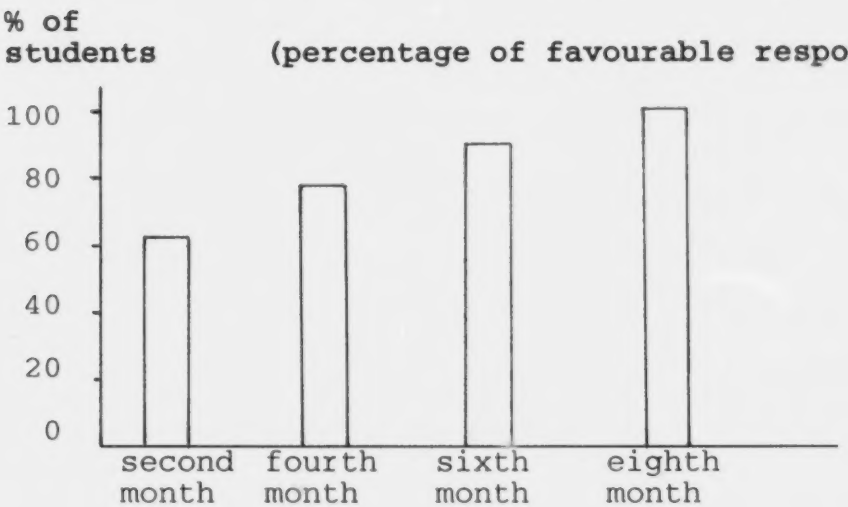
Results

The first objective of this project involved the replacement of Howard, Riddoch, and Watson (1976) textbook with resource materials that would significantly contribute to the enhancement of student appreciation for history. The committee selected three core resource books: Kirbyson (1991), Cruxton and Wilson (1988), and Regehr, Sheffe, and Thompson (1987). Because no student resource book alone can totally meet the information requirements of a resource-based program, the learning resources were augmented and supported by a variety of other books, magazines, newspapers, films, study prints, cartoons, computer programs, and resource persons.

Students were asked four times over an eight month period for their impressions/attitudes toward the Canadian history course since changes were implemented (see Appendix F).

Table 3

Attitudes Towards Change by Students



During the eight month period the percentage of students responding favourably to the Canadian history program had increased from 0 - 1% to an incredible 98%. Some of the high percentage may be explained by the "novelty factor" - interest generated purely on the basis that something is new and will probably decrease over time. Nevertheless, a high interest level has been consistently maintained throughout the process. This phenomenon was also consistent with the findings of the Province of Ontario report entitled Partners in Action: The Library Resource Centre in

the School Curriculum (1982) which cited the following benefits to students acquired from a resource-based program (p. 22):

> improves their learning by matching resources to their learning styles and abilities;
>
> provides reinforcement when various media are used to promote learning;
>
> enriches their learning experiences by ensuring the use of a multiplicity of resources (Province of Ontario, 1982, p. 22).

The students involved in the practicum process mirrored their counterparts in Ontario. In addition, the use of realia, class trips, and school visits by resource persons added a practical component to the Canadian history program. For teachers, the resource-based program:

1. facilitated the personalization and individualization of instruction by matching resources to student interests, abilities, and learning styles;
2. provided a variety of methods for classroom teaching and learning activities;
3. released their creative talents to produce/create resources, develop new methods

of presentation, and use alternative methods for reinforcing skills; and

4. made use of the teacher-librarians skills as a teacher who can share in the planning, implementing, and evaluating of learning programs.

As was the case with students, the impact on teachers was found to be similar to that reported by the Ontario Ministry of Education report (1982, p. 22).

Conclusion

The single most obvious conclusion that may be drawn from this exercise in resource-based learning is that Canadian history courses can indeed be enjoyable, positive experiences for students and teachers. These positive, enjoyable experiences may be realized through the use of a wide variety of resources that provide for the rate and style of learning, learner self-confidence, independence, feeling of self-worth, and a link between the classroom and the outside world. Actually, resource-based learning need not be limited to the teaching of history and the social

sciences but can be utilized as an effective technique in any of disciplines/content areas or subject matter (Joyce and Weil, 1986).

When educators embark on the road to resource-based learning, the concept of the learner as a mere processor of information is replaced by an image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning. Thus, teaching and learning are based on a process of continual interaction in which teacher and learner are partners. Through resource-based techniques, "the classroom is analogous to the larger society; it has a social order and a classroom climate, and its students care about the way of life that develops there -- that is, the standards and expectations that become established" (Joyce and Weil, 1986, p. 228). They care because they are "partners" and not just recipients of information.

Recommendations

The recommendations emanating from the practicum's results and conclusions are as follows:

That the use of resource-based learning should be adopted by schools since it will enhance student appreciation for history as a discipline of knowledge;

That the use of resource-based learning should be adopted by schools since it will enhance the acquisition of knowledge in the content area of its application;

That the use of resource-based learning should be adopted by schools since it will increase teacher effectiveness in the teaching of Canadian history;

That the use of resource-based learning should be adopted by schools since it will motivate students to acquire the skills required for independent and lifelong learning;

That the traditional single textbook be discontinued in all schools since it contributes to negative feelings towards the discipline in which it is used.

Dissemination

The recommendations of this practicum process will form the bases for restructing the Canadian history course at the Intermediate school level in the writer's province during the 1992-93 school year. The school board has decided that this restructured pilot course will be implemented district-wide during the 1991-1992 school year.

The success experienced by both teachers and students has generated a great deal of interest by those teachers who were not directly involved in the resource-based learning experiment. Consequently, the writer has been invited to present his work at a district social studies conference. In addition, the writer has been invited by the provincial Department of Education to be the chairperson of a provincial

advisory committee on the restructuring of social studies from grades Kindergarten to twelve. This is a three year appointment to begin May 1, 1991.

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I. Authorship	excellent	good	acceptable	poor	not included	not applicable
A Author's purpose in writing the textbook:						
1 Stated clearly						
2 Suitable for the subject area						
B Professional training at the grade level for which author is writing						
C Background qualifications and/or experience in the subject area (may be difficult to locate)						
D Other writing and contributions in the field (may be difficult to locate)						
Additional items to be filled in by evaluator, especially for specific subjects:						
E _____						
F _____						
G _____						
H _____						

Comments:

I. Authorship
(Comments, continued)

II. Learner Verification and Revision This is the process of showing what the materials will and will not accomplish with learners. It is a continuous process of developing, improving, and maintaining the quality and reliability of instructional materials.	excellent	good	acceptable	poor	not included	not applicable
Publisher states:						
A Data verifying the effectiveness of the material relative to the learner (learner achievement, attitude toward the material, etc.)						
B Data verifying readability of the material						
C Procedures used to collect the data						
D Data recent and continuous						
E Data collected primarily from learners (from student responses to the material)						
F Some data included from supervisors and teachers (especially teacher attitude toward material)						

II. Learner Verification and Revision	excellent	good	acceptable	poor	not included	not applicable
G How data were used to develop and improve the material						
Additional items to be filled in by evaluator, especially for specific subjects:						
H _____						
I _____						

Comments:

III. General Characteristics	excellent	good	acceptable	poor	not included	not applicable
A Current publication date (check carefully if more than five years old)						
1 Material actually as recent as publication date indicates						
2 If text is a revised publication: reflects significant changes rather than minor revisions from previous edition						

III. General Characteristics

		excellent	good	acceptable	poor	not included	not applicable
B	Attractive appearance enriched with up-to-date illustrations						
C	Written in clear, concise form						
	1 Includes explanations of technical terms and details						
	2 Uses examples to explain material						
	3 Uses correct grammar						
D	Cost:						
	1 Reasonable initial cost (may need to check with administration)						
	2 Reasonable ongoing costs—for workbooks, lab sheets, etc. used with material on hand (may need to check with administration)						
	Additional items to be filled in by evaluator, especially for specific subjects:						
E	_____						
F	_____						
G	_____						
H	_____						

III. General Characteristics

Comments:

73

IV. Physical and Mechanical Features	excellent	good	acceptable	poor	not included	not applicable
A Page:						
1 Size						
2 Number of pages						
B Cover:						
1 Hard cover of lasting quality						
2 Light-weight cover of lasting quality (could be paperback)						
3 Attractive						
C Binding:						
1 Appears durable, able to withstand several years' use						
2 Neat						
3 Allows cover and pages to open flat						

IV. Physical and Mechanical Features	excellent	good	acceptable	poor	not included	not applicable
D Paper:						
1 Good quality						
2 If tinted, has appropriate tint						
3 Appropriate weight						
4 Durable						
E Type:						
1 Size appropriate for grade level to avoid eyestrain						
2 Attractive						
3 Variation in type appropriate for clear presentation and attractive appearance						
F Spacing:						
1 Words properly spaced and lined for easy reading						
2 Use of space on entire page effective and efficient						
3 Space in center of page between type columns sufficient						
4 Margins on outer and inner edges of page wide enough						

IV. Physical and Mechanical Features	excellent	good	acceptable	poor	not included	not applicable
G Illustrations:						
1 Appropriate						
2 Present true picture of today's society						
3 Placed near reference in text						
4 Appropriate for interest and grade level						
5 In agreement with subject-matter content						
6 Good quality						
H Tables, graphs, and charts:						
1 Numbered consecutively						
2 Contain suitable titles						
3 Placed near reference in text						
4 Appropriate for grade level and interest						
Additional items to be filled in by evaluator, especially for specific subjects:						
I _____						

IV. Physical and Mechanical Features	excellent	good	acceptable	poor	not included	not applicable
J						
K						
L						

Comments:

V. Philosophy This section may be examined in the present sequence, but preferably finished only after completing the subject-matter content section.	excellent	good	acceptable	poor	not included	not applicable
A Philosophy:						
1 Clearly stated						
2 Acceptable to department faculty						
3 Acceptable to the community						

V. Philosophy

77

		excellent	good	acceptable	poor	not included	not applicable
B	Subject-matter content appropriate for a democratic and diverse society						
C	Avoids biases and prejudices						
D	Material dealing with the following acceptable to the community:						
	1 Race						
	2 Religion						
	3 Sex						
E	Promotes a positive self-image for all social groups and individuals						
F	Depicts all types of social groups, including minorities, in many different settings						
G	Treats controversial issues factually and in a scholarly manner						
H	Stresses equal rights and responsibilities for all						
I	When appropriate, supports values such as honesty, responsibility, and respect						

V. Philosophy

78

	excellent	good	acceptable	poor	not included	not applicable
J Uses swearing, profanity, and vulgarity only as is acceptable to the community						
K Uses modern learning principles and psychological developments						
Additional items to be filled in by evaluator, especially for specific subjects:						
L _____						
M _____						
N _____						
O _____						

Comments:

VI. Organization of Material	excellent	good	acceptable	poor	not included	not applicable
A Organizes material clearly						
B Organizes material in logical sequence						
C Provides continuity between:						
1 Lessons						
2 Chapters						
3 Units						
D Provides for individual differences in learners						
Additional items to be filled in by evaluator, especially for specific subjects:						
E _____						
F _____						
G _____						

Comments:

VII. Objectives	excellent	good	acceptable	poor	not included	not applicable
A General objectives of the textbook (probably in teacher's edition):						
1 Stated and developed						
2 Consistent with the major aims of education						
3 Consistent with the general goals of the school system						
B Specific objectives of the textbook (probably in teacher's edition):						
1 Stated						
2 Develop most objectives of the course						
3 Support most objectives of the teacher						
C Problems, exercises, and tests directly or indirectly develop the main objectives						
Additional items to be filled in by evaluator, especially for specific subjects:						
D _____						
E _____						

Comments:

VII. Objectives
(Comments, continued)

VIII. Subject-Matter Content	excellent	good	acceptable	poor	not included	not applicable
A Fulfills most objectives of the course						
B Contains current material						
C Presents material correctly and truthfully						
D Presents historical facts accurately						
E Develops and presents material in an interesting manner						
F States main ideas and expands on them						
G Provides sufficient coverage						
H Uses proper terminology						
I Defines terms accurately						

VIII. Subject-Matter Content

		excellent	good	acceptable	poor	not included	not applicable
J	Pertains to the following student needs:						
	1 Interests						
	2 Demands of the environment						
	3 Activities						
K	Interest level suitable for grade level						
L	Concepts:						
	1 Presented in a clear manner						
	2 Presented in logical sequence						
	3 Appropriate for grade level						
	4 Thoroughly covered						
M	Skills:						
	1 Adequately presented						
	2 Presented in logical sequence						
	3 Appropriate for grade level						
	4 Thoroughly covered						

VIII. Subject-Matter Content

	excellent	good	acceptable	poor	not included	not applicable
N Provides for individual differences						
Additional items to be filled in by evaluator, especially for specific subjects:						•
O _____						
P _____						
Q _____						
R _____						

Comments:

83

IX.
Readability

Readability in this section refers to the results of an estimating procedure used to determine the reading level of particular reading matter. See Appendix A for helpful procedures to estimate the following.

	excellent	good	acceptable	poor	not included	not applicable
A Most of the material estimated to be at or near the:						
1 Appropriate grade level (Fry Readability Procedure)						
2 Instructional level for most students (Cloze Readability Procedure)						
B Vocabulary appropriate for grade level						
Additional items to be filled in by evaluator, especially for specific subjects:						
C _____						
D _____						
E _____						

Comments:

84

IX. Readability
(Comments, continued)

X. Teaching Aids and Supplementary Material	excellent	good	acceptable	poor	not included	not applicable
A For each lesson, chapter, unit, or other subdivision, includes appropriate:						
1 Activities						
2 Exercises and/or drills						
3 Questions						
4 Problems						
5 Individualized teaching instructions						
6 Other						
B Includes current reference list of:						
1 Readings						

X. Teaching Aids and Supplementary Material (Reference Lists, continued)	excellent	good	acceptable	poor	not included	not applicable
2 Audiovisual aids						
3 Other library resources						
C Includes necessary aids to accompany the basic material						
D Contains appropriate and useful:						
1 Table of contents						
2 Index						
3 Glossary						
4 Bibliography						
5 Appendixes						
6 Pronunciation key						
7 List of illustrations						
E Provides appropriate testing material to accompany the basic material						
F Supplies duplicating masters for reproducing questions, exercises, tests, or other activities						

X. Teaching Aids and Supplementary Material

87

	excellent	good	acceptable	poor	not included	not applicable
G Workbooks:						
1 Provide suitable and useful activities						
2 Reinforce material presented in the textbook						
3 Extend material presented in the textbook						
4 Use some problem-solving and inquiry techniques (rather than merely questions aimed at looking up answers)						
Additional items to be filled in by evaluator, especially for specific subjects:						
H _____						
I _____						
J _____						

Comments:

XI. Teacher's Edition or Manual	excellent	good	acceptable	poor	not included	not applicable
A Includes a reproduction of each page of the student textbook for teacher's convenience						
B States the broad goals and objectives for the material						
C States the specific objectives for each lesson						
D. Suggests teaching procedures for each lesson						
E Suggests individualized teaching procedures						
F Provides a list of materials needed for each lesson and an explanation of their use						
G Suggests practical activities and exercises for each lesson						
H Suggests enrichment and/or remedial activities and exercises for students of varying backgrounds and abilities						
I Provides answers to all problems, questions, or exercises						
J Provides background information for teachers						

XI. Teacher's Edition or Manual

Additional items to be filled in by evaluator, especially for specific subjects:	excellent	good	acceptable	poor	not included	not applicable
K _____						
L _____						
M _____						
N _____						
O _____						

Comments:

Textbook Evaluation Profile Chart

Long Form

90

Title of textbook

	excellent	good	acceptable	poor	not included	not applicable
I. Authorship						
II. Learner Verification and Revision						
III. General Characteristics						
IV. Physical and Mechanical Features						
V. Philosophy						
VI. Organization of Material						
VII. Objectives						
VIII. Subject-Matter Content						
IX. Readability						
X. Teaching Aids and Supplementary Material						
XI. Teacher's Edition or Manual						
Total number in each rating classification for all categories						

Comments:

A P P E N D I X C

Pilot Textbook Evaluation Form #1

PILOT TEXTBOOK EVALUATION FORM #1

Textbook Title: _____

Authors: _____

Publisher: _____

Copyright Date: _____

Course Being Piloted For: _____

Teacher: _____

Board: _____

School: _____

School Principal: _____

Address of School: _____

_____

_____

Telephone No.: _____

Physical Features

1. (a) Are you pleased with the textbook's size and shape? Yes ___ No ___ (✓)

(b) Type face? Yes ___ No ___ (✓)

(c) Page layout? Yes ___ No ___ (✓)

(d) Visuals (photographs, cartoons, diagrams, charts, maps, etc.)? Yes ___ No ___ (✓)

2. (a) Is the rational for the materials consistent with the Department's rationale for the course? Yes ___ No ___ (✓)

(b) If no, briefly explain what you see as the main discrepancies.

_____

_____

_____

_____

Textbook Content

1. Description

List the materials provided for pilot purposes (i.e., is it a single textbook? textbook plus teacher's guide? student workbook?)

_____

_____

_____

2. Coverage

(a) Does the textbook contain sufficient information for developing the objectives and topics of the course as specified in the course description? Yes ___ No ___ (✓)

(b) Is there an adequate balance of content (facts, concepts, generalizations, and values) and process learning (development of thinking and related language and social skills)? Yes ___ No ___ (✓)

Elaborate.

_____

_____

_____

_____

3. Relevancy

(a) Is the content relevant to the course objectives? Yes ___ No ___ (✓)

(b) Is it relevant to students' lives and interests? Yes ___ No ___ (✓)

(c) Is it relevant to the students' level of development conceptually? Yes ___ No ___ (✓)

(d) Is it relevant to the students' cultural setting? In other words, can they identify the most of the settings, examples, and illustrations? Yes ___ No ___ (✓)

4. Validity and Reliability

(a) Is the content accurate? Yes ___ No ___ (✓)

If no, cite examples of inaccuracy.

_____

_____

_____

(b) Is it readable for most students? Yes ___ No ___ (✓)

How would you rate the readability of this textbook?

___ suitable
___ too high
___ too low

(c) Is it current? Yes ___ No ___ (✓)

If no, cite examples of where it is not up to date.

_____

_____

_____

(d) Is the content fair in its treatment of peoples' roles, ethnic groups, cultures, etc.? Yes ___ No ___ (✓)

If no, cite examples of unfair treatment.

_____

_____

_____

(e) In terms of the focus of this course, is there a balance in the references made to regions, provinces, industries, people, time periods, or whatever? Yes ___ No ___ (✓)

_____

_____

_____

5. **Organizational and Instructional Features**

(a) Is the sequence of topics, units, and chapters logical? Yes ___ No ___ (✓)

If no explain.

_____

_____

_____

(b) Are the relationships among topics and concepts clearly developed? Yes ___ No ___ (✓)

If no explain.

_____

_____

_____

(c) What pedagogical sequences are used in developing concepts? Simple to complex?, concrete to abstract? Explain

_____

_____

_____

_____

(d) Is there variety in the evaluation questions in each chapter ranging over the multiple levels of thinking (i.e., from simple recall questions up to synthesis and evaluation types? Yes ___ No ___ (✓)

(e) Is there variety in suggested student activities (i.e., do they provide for independent work, group work, written work, oral work, etc.) Yes ___ No ___ (✓)

(f) Are there advanced organizing statements or questions at the beginning of units or chapters to guide learning? Yes ___ No ___ (✓)

(g) Are the visuals (pictures, charts, cartoons, drawings, etc.) intended to extend understanding? Yes ___ No ___ (✓)

(h) What are the dominant teaching methodologies?

6. Overall Assessment

A P P E N D I X D

Pilot Textbook Evaluation Form #2

PILOT TEXTBOOK EVALUATION FORM #2

Textbook Title: _____

Authors: _____

Publisher: _____

Copyright Date: _____

Course Being Piloted For: _____

Teacher: _____

Board: _____

School: _____

School Principal: _____

Address of School: _____

_____

_____

Telephone No.: _____

Pilot Materials Strengths

Pilot Materials Weaknesses

Overall Recommendations

Accept pilot materials ___ (✓)

Reasons: _____

_____

_____

_____

_____

Reject pilot materials ___ (✓)

Reasons: _____

_____

_____

_____

_____

Accept with following modifications _____ (✓)

_____

_____

_____

_____

_____

_____

A P P E N D I X E

Workshop Evaluation Form

Workshop/Inservice Evaluation Form

1. Please comment on the extent to which you feel the Resource-Based Learning Workshop/Inservice fulfilled its objective.

2. What were the strengths of the workshop/inservice?

3. What were the weaknesses of the workshop/ inservice?

4. What were students' reactions to Resource-Based Learning?

5. Please suggest any improvements that you might consider necessary to improve future workshops/inservices in this area.

A P P E N D I X F

Student Questionnaire

STUDENT QUESTIONNAIRE

Rating Scale:

1 = Very Positive
2 = Positive
3 = Neutral (no opinion)
4 = Negative
5 = Very Negative
SD = Strongly Disagree

Using the above scale as a guide, indicate your opinion towards each of the following items:

1. The Intermediate Level Canadian History Course as a subject of study:

1 ___ 2 ___
3 ___ 4 ___
5 ___

2. How do you view the resource materials in this course?

1 ___ 2 ___
3 ___ 4 ___
5 ___

3. How do you view the presentation of information in this course?

1 ___ 2 ___
3 ___ 4 ___
5 ___

4. How would you view the possibility of this course being dropped from the program of studies?

1 ___ 2 ___
3 ___ 4 ___
5 ___

5. How would you view the retention of this course but in a reorganized format?

1 ___ 2 ___
3 ___ 4 ___
5 ___

A P P E N D I X G

Resource-Based Learning: Observation Checklist (Teacher)

RESOURCE-BASED LEARNING
OBSERVATIONAL CHECKLIST (TEACHER)

DATE: _____

	VERY SELDOM	USUALLY	ALWAYS
1. The student's role is one of active participation.			
2. Emphasis is one the process of learning.			
3. Experiences and activities are carefully planned around instructional objectives.			
4. Learning occurs in many locations such as the library, museums, and other out-of-class activities.			
5. A wide variety of resources are used, e.g., print, non-print, and human resources.			
6. Students interact with the learning environment at their own level, individually and in small groups.			
7. Many different instructional techniques, approaches and strategies that actively involve students are used.			
8. The teacher is actively involved as a facilitator of learning.			

Workshop/Inservice Evaluation Form

1. Please comment on the extent to which you feel the Resource-Based Learning Workshop/Inservice fulfilled its objective.

2. What were the strengths of the workshop/inservice?

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   3 ___ 4 ___
   5 ___

2. How do you view the resource materials in this course?

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   3 ___ 4 ___
   5 ___

3. How do you view the presentation of information in this course?

   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

4. How would you view the possibility of this course being dropped from the program of studies?

   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

5. How would you view the retention of this course but in a reorganized format?

1 ___ 2 ___
3 ___ 4 ___
5 ___

A P P E N D I X G

Resource-Based Learning: Observation Checklist (Teacher)

RESOURCE-BASED LEARNING
OBSERVATIONAL CHECKLIST (TEACHER)

DATE: _____

	VERY SELDOM	USUALLY	ALWAYS
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2. Emphasis is one the process of learning.			
3. Experiences and activities are carefully planned around instructional objectives.			
4. Learning occurs in many locations such as the library, museums, and other out-of-class activities.			
5. A wide variety of resources are used, e.g., print, non-print, and human resources.			
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   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

2. How do you view the resource materials in this course?

   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

3. How do you view the presentation of information in this course?

   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

4. How would you view the possibility of this course being dropped from the program of studies?

   1 ___ 2 ___
   3 ___ 4 ___
   5 ___

5. How would you view the retention of this course but in a reorganized format?

1 ___ 2 ___
3 ___ 4 ___
5 ___

A P P E N D I X G

Resource-Based Learning: Observation Checklist (Teacher)

RESOURCE-BASED LEARNING
OBSERVATIONAL CHECKLIST (TEACHER)

DATE: _____

	VERY SELDOM	USUALLY	ALWAYS
1. The student's role is one of active participation.			
2. Emphasis is one the process of learning.			
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8. The teacher is actively involved as a facilitator of learning.			